**How to Use EVAAS Teacher Value-Added Reports**

**to Improve Student Progress**

1. **Identify highly effective teachers!** They can be powerful resources for school-wide improvement of academic progress!
   * + Mentoring beginning teachers
     + Teacher coaches across grade levels
     + Lead teachers
     + School wide planning committee
     + Curricular planning
     + Selecting professional development committees
     + Promoting differentiated instruction
     + Tutoring students in need of special help
     + Serving as exemplars for less effective teachers
2. **Identify teachers who need support.**
3. **Identify the strengths and weaknesses of individual teachers**
   * Many teachers are more effective with certain achievement levels than others
   * Teachers who are ineffective with high achievers should not be teaching advanced classes until this deficiency is corrected.
   * Teachers who are ineffective with low achievers should not be teaching remedial classes until this deficiency is corrected.
   * If many of your teachers are ineffective with students at a particular achievement level, plan your in-service opportunities to address this deficiency.
4. **Identify *school-wide­* strengths and weaknesses**
   * Provides a strong foundation for basing decisions about which professional development opportunities should be offered on in-service days.
5. **The Principal/Teacher Dialogue:** Develop a Personal Professional Development Plan with Every Teacher

**Note: This dialogue between teacher and administrator should take into consideration all information you deem relevant about the teacher’s performance and effectiveness from sources such as classroom observations, working interactions, student and parent feedback, as well as EVAAS Value-Added Reporting and other data sources.**

* + Discuss the measures and reports available. What observations does the teacher have? What are your thoughts? Remember, the teacher may be UNAWARE of differences in effectiveness with different achievement levels. Teachers cannot remedy problems they are not aware of.
  + **Developing the plan—The Five Questions**
    - **Where would you like to see students making better progress this year?** From which achievement level of students would the teacher like to see more progress? What about you?
    - **Why do you think students did not make the progress expected/the progress you’d like to have seen, last year?** Why have students in the chosen achievement group(s) not made the progress the teacher/you would like them to have done, in the past?
      * This is probably **the most important question you can ask,** because it lets you into the mind of the teacher. Some teachers may have a clear idea of what needs to be changed to improve the progress of their students, but others may not. Your classroom observations and your personal knowledge provide you with the perspective to suggest productive changes, if the teacher is unable to do so. Once a possible reason for lack of progress is agreed upon, you can move on to finding a solution.
    - **Given the problem we’ve identified, what strategies would make a difference for students at that achievement level?** What are some specific strategies for improving the progress of students like those in the chosen group(s), in the future? What will the teacher DO that will make a difference?
    - **Who are the students you are teaching now that would fall within that achievement level?** Have the teacher mark on their rosters which students the strategies are to be used with.
    - **What kind of support do you need to carry out your plan?**
  + **Pulling it all together—Summing up the conversation**
    - Restate the achievement level of students the plan is meant to address.
    - Restate the identified problem and the specific strategy or strategies the teacher is to implement.
    - Ask for progress reports and teacher feedback during implementation.
    - Plan for classroom observation and follow-up.
    - Provide support, as needed.
    - Make an appointment with the teacher for further discussion and refinement of the plan, as needed.